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ABSTRACT

Appendixes B, C, and D of the Conference Proceedings relate to coordinating bilingual and special education services in one school district. The first section considers steps in developing a plan for collaboration, noting the importance of dialogue and communication among special educators, bilingual educators, and staff of programs teaching English as a second language. Solutions are offered to situations in which staff do not speak the child's language and existing resources are shared. Guidelines are offered on approaches to identifying and serving limited English proficient handicapped students. A second section briefly summarizes a collaborative approach which features training of credentialed bilingual teachers in special education and recruitment of already trained bilingual special education teachers. A final section compares California state requirements for bilingual and special education in terms of purpose, student identification, assessment/diagnosis, student evaluation, placement, parent rights, and advisory committee function. (CL)

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[Perspectives on Special Education Services for LEP Students]

EC161198

Developing a Plan for Coordinating Bilingual and Special Education Services--San Jose Unified School District Plan. Appendix B.
Ms. Olivia Martinez

ABC Unified School District's Approach for Services in Bilingual Special Education. Appendix C.
Ms. Lilia Stapleton
In Collaboration with
Ms. Maria Valentina Vargas
Ms. Kathy Netter
Ms. Linda Hernandez

Parallel of State Requirements on Bilingual and Special Education. Appendix D.
Compiled by:
Ms. Maria Vasquez

APPENDIX B

DEVELOPING A PLAN FOR COORDINATING BILINGUAL AND SPECIAL EDUCATION SERVICES -- SAN JOSE UNIFIED SCHOOL DISTRICT PLAN

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I. What steps need to occur once the LEP student has been properly identified and diagnosed for special education?

Basically, an appropriate placement needs to be made, and therein lies the greatest problem for school districts. Because most schools do not have well defined and delineated special education bilingual/ESL programs, it is difficult to arrange an appropriate setting.

The first thing that must occur is dialogue and communication between the Department of Bilingual Education, ESL, and Special Education. Consensus must occur on the following items:

1. Agreement that there is a need to develop specialized programs.
2. A commitment to work cooperatively to identify, design, and implement programs.
3. A mutual commitment of resources to ensure that special education, and bilingual/ESL programs are provided to LEP students.

II. How are services delivered with a staff who does not speak the child's language?

Closely related to the response to the first question is a need to undertake a complete and comprehensive needs assessment of the district resources. This includes surveying all the teaching staff, teaching assistant staff, administrators, and suport staff as to what kinds of language abilities and capabilities they have. Once this is identified, the resources available in the district are known. In those schools where there are no individuals who have the

necessary language skills to meet the student's needs, they, of course, must work on an intensive English language development effort. This should be in conjunction with the ESL, and bilingual education personnel, who can be a tremendous resource in providing staff training and development in this area.

Assignment of aides who speak the child's language in the appropriate classroom is an additional possibility. The hand-out that follows explains carefully the various ways that the San Jose Unified School District is attempting to respond to this need.

III. How can districts utilize existing resources for educating the limited English proficient handicapped student?

The San Jose Unified School District responded by coordinating A-127 funds, special education funds, and bilingual education funds to mutually pay existing personnel, or bring in new personnel, specifically to work with LEP handicapped students. This kind of coordination is essential as each one of the respective federal and state guidelines mention the need to serve limited English proficient students, and it is an entirely appropriate expenditure. In many cases, staff development funds can be combined for instructional aides. Aides can be hired that have the necessary language skills, special education skills, as well as community skills, and various other abilities.

Approaches that are currently being pilot tested in the San Jose Unified School District to address the needs of LEP students are presented in the following pages. The first two pages present a form that is used to identify existing bilingual special education services and personnel, and the last two pages, describe ways of using personnel to provide services to LEP exceptional students.

SAN JOSE UNIFIED SCHOOL DISTRICT
School Resources Form

SCHOOL: _____

We need to know what resources you have for providing services to your LEP Special Education Students. Please indicate them below.

1. Number of identified LEP Students:

		Number of Underachieving LEP Students who may be Possible Referrals to Special Education:
Resource Specialist Program (RSP)	_____	_____
Special Day Class (SDC)		
Learning Handicap (LH)	_____	_____
Communicatively Handicap (CH)	_____	_____
Severely Handicapped (SH)	_____	_____

II. Bilingual Resources in the Special Education Program:

RSP Teacher				Bilingual	
SDC Teacher	LH_____	CH_____	SH_____	Yes	No
	LH_____	CH_____	SH_____	Yes	No
	LH_____	CH_____	SH_____	Yes	No
Aides RSP____	LH_____	CH_____	SH_____	Yes	No
RSP____	LH_____	CH_____	SH_____	Yes	No
RSP____	LH_____	CH_____	SH_____	Yes	No

III. Circle Bilingual Resources available at your school:

Bilingual Resource Teacher	Reading Lab
ESL Resource Teacher	Math Lab
Bilingual Aides	Cross-age Tutors
ESL Aides	Peer Tutors
	Parent Volunteers

IV. Additional services available in your school:

_____

_____

V. Comments: _____

_____

VI. School Plan to provide Special Education Services to LEP Students:

_____

WHO: _____

_____

WHAT: _____

_____

WHERE: _____

_____

WHEN: _____

_____

Date when services will begin: _____

SCHOOL TEAM:

_____
Principal

_____
Bilingual Teacher

_____
Psychologist

_____
Program Specialist

_____
Resource Specialist

_____
Spec. Day Class Teacher

SAN JOSE UNIFIED SCHOOL DISTRICT
Bilingual Special Education Services

FALL 1981

First, in the development of a bilingual special education program and/or services to students, is the establishment of a team at the school level that should include: a bilingual teacher, an English as a second language teacher, a resource specialist, a speech therapist, a special education aide, a bilingual aide, and a parent or a representative.

Second, identify programs that maximize staff, namely:

1. Exchange bilingual aide and special education aide up to two hours daily to meet language needs.

2. Resource specialist program/bilingual/English as a second language team consult and share areas of expertise.

3. Resource specialist goes into regular class to work with a bilingual special education student and nonspecial education student in a group, i.e., to model behavior.

4. Alternative classes at the elementary level that are multi-graded.

5. Group LEP special education students during 1 or 2 periods in resource specialist program. Bring in bilingual resources during that time.

6. Assign a bilingual aide to the resource specialist program if both teacher and aide are English speaking only.

Third, organize a one-day institute for all district staff on English as a Second Language and the Bilingual Special Education Child that will describe:

1. Summary of findings at California Association for Bilingual Education and Council for Exceptional Children conferences.

2. Program options available in San Jose Unified School District.

3. Criteria for program options.

4. Resource availability.

5. Program emphasis.

6. Staff development plans with the consortium and consolidated application program.

Finally, determine possible criteria for program options that considers:

1. Relative language proficiency in both languages.
2. Previous year achievement record.
3. Parent preference.
4. Student preference.
5. School of residence and transportation needs.
6. Judgment of bilingual and special education teacher.
7. Individualized education program (IEP) requirements.

SUGGESTED MODELS FOR SPECIAL DAY CLASS (SDC) WITH A MONOLINGUAL ENGLISH-SPEAKING TEACHER

1. Include bilingual resource teacher in the IEP meetings, etc.
2. Special education teacher refer to bilingual resource teacher for small group instruction.
3. Mainstream the special education LEP student into a bilingual classroom.
4. Cross-age tutoring with bilingual student and special education student.
5. Utilize bilingual parents as tutors/aides.
6. Utilize migrant education bilingual personnel.

ADDITIONAL POSSIBILITIES

1. Consider: Special education teacher and bilingual classroom teacher exchange roles for part of the day, once or three times weekly.
2. Explore: Special education students and bilingual students exchange room and teacher for part of the day.
3. Consider: Special education aide and bilingual aide to exchange roles for part of the day or two to three times weekly.
4. Transfer: LEP students to a special education teacher with bilingual skills.
5. Explore: The transfer of existing bilingual instructional aide personnel to special education classrooms.

APPENDIX C

ABC UNIFIED SCHOOL DISTRICT'S APPROACH FOR SERVICES IN BILINGUAL SPECIAL EDUCATION

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In Collaboration with
Ms. Maria Valentina Vargas
Ms. Kathy Netter
Ms. Linda Hernandez

For the last three years, ABC Unified has been very fortunate to have three bilingual psychologists readily available to provide bilingual assessment. Their valid assessment of limited English proficient (LEP) students has established the need for bilingual special education services. Recommendations based on bilingual assessment strengthened lines of communication between special education and bilingual education staffs.

The need also prompted us to find creative ways to fill the void of bilingual special education teachers. One of the ways this has been successfully accomplished was by submitting a Title VII ESEA proposal to train experienced bilingual credentialed teachers to become special education teachers. Fortunately, this project was funded for three years. Presently, the district is entering into the final year of the project. Thus far, the project has trained and placed four bilingual resource specialists.

Further commitment of the district's efforts to meet the needs of LEP students has been demonstrated through its rigorous recruitment efforts to hire bilingual special education teachers. The district, in addition to having employed three bilingual psychologists and four bilingual resource

specialists, has also employed one bilingual special day class teacher, three bilingual speech and language specialists, one bilingual severe language disorder teacher, and a bilingual program specialist.

For the 1982-1983 school year three bilingual education interns will be attending the State University to receive their appropriate credentials, as well as intern under district special education teachers, and serve as bilingual resource teachers to our regular bilingual teachers.

There are also several other auxiliary bilingual special education efforts on their way. For example, a district committee of bilingual special education educators are collaborating on developing a bilingual special education assessment battery, and Dr. Stephen Krashen, Professor of Linguistics, USC, is also doing a review of the literature on language delay, and on the limited English proficient child, to determine which language for therapy is most appropriate.

This has been a brief summary of the various activities that ABC Unified School District is conducting in the emerging field of bilingual special education.

APPENDIX D

Parallel of State Requirements on Bilingual and Special Education

Compiled by:

Ms. Maria Vasquez, Consultant
State Department of Education

Bilingual Education (AB 507/80)	Special Education (E.C. Part 30)
Purpose	
To provide equal educational opportunities to all students regardless of their fluency in English, and to enable the sustainment of academic achievement while the student acquires English. This includes at a minimum:	To provide a free appropriate public education (FAPE) to pupils eligible for special education and related services. Such programs shall provide at least:
°Bilingual language opportunities to each student identified as limited-English proficient (LEP).	° Early educational opportunities for children who require intensive special education and services. ° Assessment procedures that are non-discriminatory and on-going evaluation of the student's progress. ° An individualized educational program for any child with exceptional needs. ° Student opportunities to interact with the general school population, as appropriate.
Student Identification	
° Determine, with the Home Language Survey, whether the pupil has a primary language other than English. ° Assess in English, with a state designated oral language proficiency instrument, the student's oral English proficiency.	° Establish a child-find procedure which systematically seeks out individuals with exceptional needs from birth through age 21. ° Initiate a referral process that includes informing parents, teachers, and staff of the availability of special education services for children who need special assistance in order to benefit from the instructional program.

Bilingual Education (AB 507/1980)	Special Education (E.C. Part 30)
Student Identification (cont'd)	
° Assess in English the student's reading and writing proficiencies. English reading and writing assessments are optional for all pupils in grades K-2, and for pupils in in grades 3-12, who are LEP on the basis of oral skills alone.	° Implement a procedure for the individual assessment of students referred for possible Special Education Services.
° Place limited English proficient pupils in the appropriate (a,b,c,d,e,f) bilingual program.	
Assessment/Diagnosis	
° Conduct assessment in the primary language to include comprehension, speaking, reading and writing skills.	° Individual student assessment which includes at least: Testing in all areas related to the suspected disability including, as appropriate: Health and development, vision, hearing, motor abilities, language function, general ability, academic performance, social/emotional status, and career and vocational abilities, and interest; developmental history, tests, and other assessment procedures conducted in the pupil's primary language or mode of communication; tests selected and administered for the purpose for which they were validated. No single test or procedure shall be used as the sole criterion for determining placement.
° Designate the language of basic skills instruction based on the student's relative language proficiency in English and in the primary language.	
° Initial diagnostic assessment shall be completed within 90 days after the pupil's enrollment.	
Student Evaluation Following Initial Placement of Basic Skills	
° Annual assessment shall be conducted in the language designated for basic skills instruction, and in English comprehension and speaking.	° Annual meeting of Individualized Education Program (IEP) team required to review each student's progress, appropriateness of placement, and any necessary revisions.

Bilingual Education (AB 507/80)	Special Education (E.C. Part 30)
Student Evaluation (cont'd)	
	° Pupils placed in a Resource Specialist program for more than one year, who have failed to show anticipated progress, shall receive a health and psychological assessment as early as possible in the second year. ° A comprehensive re-assessment of each student who remains in special education is required every three years or more often when the teacher or the parent requests the assessment.
Placement	
Elementary Bilingual Classroom (Option a, b, c(1), f*) Elementary bilingual program includes instruction delivered by a bilingual cross-cultural teacher and: ° English language development. ° Reading, writing, math and language arts in the primary language, to the extent necessary, to sustain achievement. ° Activities which promote a positive self-image and cross-cultural understanding.	Individualized Education Program The IEP is a written statement developed in a meeting of the individualized education program team. The IEP should include: ° Present levels of the pupil's educational performance. ° Annual goals and short-term instructional objectives. ° Specific special education instruction and related services to be provided. ° Extent of participation in regular education programs. ° Projected initiation date and anticipated duration of program and services. ° Evaluation procedures and schedules for determining, at least on an annual basis, achievement in instructional objectives.

* Program requirements are triggered when there are 10 or more LEP students of the same primary language in a grade (K-6).

Bilingual Education (AB 507/80)	Special Education (E.C. Part 30)
Placement (Cont'd)	
	° Provision for transition into regular class program, when appropiate.
	° For pupils in grades 1 to 6, or pupils of comparable chronological age, academic instruction with application to daily living skills, and occupational awareness.
Elementary Individual Learning Plan (ILP) consists of (f):	
° English language development.	
° Basic skills instruction (language, reading, writing and math) delivered in the designated language of instruction based on the diagnostic assessment.	
° Activities which promote a positive self-image and cross-cultural understanding.	
Secondary Individual Learning Program (ILP) consists of:	
° Instruction of the pupil's primary language for the purpose of sustaining achievement.	
° English language development.	
° Activities which promote a positive self-image and cross-cultural understanding.	
Parent Rights	
° All notes regarding bilingual education are to be sent in writing in the primary language of the pupil and in English.	° All notices, forms, etc. are to be given in the primary language or mode of communication used by the parent in the home.

Bilingual Education
(AB 507/80)

Parent Rights (Cont'd)

- Parents are to be consulted during the student identification process, and informed of the testing results, and during the diagnosis phase, they must have opportunity to contest the accuracy of information.

- Prior to enrollment in a bilingual program (options a, b, c, or d), parents of potential participants must be notified. The notification must include: 1) a simple, nontechnical description of the program, 2) an invitation to visit the program, 3) the parents' rights to participate in the school and district bilingual advisory committees, and 4) the parents' request to withdraw their child from the program. Parents who have opted not to participate in the bilingual classroom must have an ILP, consistent with federal provisions (Lau v. Nichols).

Bilingual District Advisory Committee
(BDAC)

- Required when there are 51 or more LEP students in the district. Every LEP parent shall be informed about their right to participate in the BDAC.

Special Education
(E.C. Part 30)

- Parents must receive the proposed assessment plan and give consent prior to any testing for special education eligibility.

- Written explanation of procedural safeguards must be provided to the parent(s) with the assessment plan.

- Parents must receive notification of and be encouraged to participate in an IEP meeting.

- Parents must concur with some or all of the IEP and provide written consent for placement in special education.

- Parents may request a review of the IEP and placement at any time during the year.

Community Advisory Committee
(CAC)

- Each Special Education Local Plan Area (SELPA) must include a CAC committee representative in the development of the local plan. All parents of children with exceptional needs shall be notified of their opportunity to participate in the CAC.